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ABSTRACT

This paper examines the historical supply and demand trends of secondary public school administrators serving students in urban, rural, and mixed school attendance areas in South Carolina from 1978 to 1987. This report projects supply and demand trends for secondary school administrators for the next 15 years from 1988 to 2002. The study is divided into three phases. Phase I findings describe supply and demand findings for administrators, principals, and assistant principals in South Carolina from 1978 to 1987. Phase II findings pertain to the years 1988 to 2002. Phase III findings summarize the qualitative data of secondary principals, secondary assistant principals, and secondary teachers in 1987-88, as well as a summary of projected supply and demand for secondary principals and assistant principals as derived from a questionnaire. Overall findings indicate that the supply population of educators certified as public secondary school principals is projected to decline. The supply population will continue to be large enough to fill available demands. Recommendations are provided. (SI)

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AN OVERVIEW

THE SUPPLY AND DEMAND TRENDS OF PUBLIC SECONDARY SCHOOL ADMINISTRATORS IN SOUTH CAROLINA FROM 1978 THROUGH 2002

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A paper prepared for presentation at the Southern Regional Council on Educational Administration, Columbia, SC, November 12-14, 1989.

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Purpose of the Study

The purpose of this study was to examine the historical supply and demand trends of secondary public school administrators serving students in urban, rural, and mixed school attendance areas in South Carolina from 1978 to 1987 and, to project supply and demand trends for secondary school administrators for the next fifteen years from 1988 to 2002. Specifically, three major questions were addressed:

1. What were the supply and demand trends for secondary school principals and assistant principals for each year from 1978 through 1987?

2. What were basic demographic characteristics (age, sex, race, and educational level) of professional educators with certification as secondary school principals from 1978 through 1987 that might impact on future trends of supply and demand?

3. What would be the supply and demand trends for secondary school principals and assistant principals for the years 1988 through 2002?

Organization of the Study

This study required that the research procedures be divided into three phases. Phase I was a historical examination of supply and demand trends of secondary school administrators serving students from urban, rural, and mixed school attendance areas from 1978 through 1987. Phase II was a projection of supply and demand trends for secondary school administrators for the years 1988 through 2002, using the historical data of Phase I as the baseline. Phase III was another projection of supply and demand trends for secondary school administrators derived from questionnaire results.

Data from several sources were gathered for Phase III that might impact on future supply and demand trends of secondary school administrators. Data sources included secondary school principals, assistant principals, and teachers who were certified as secondary school principals during the 1987-88 school year. Information from school district superintendents and South Carolina colleges and universities were also used in Phase III.

The purpose of gathering Phase III data was to obtain as much current information about factors that might impact on historical supply and demand trends of secondary school administrators. Such data could lead to refinement of the supply and demand projections made in Phase II using historical trends alone. Phase III data were used to obtain another set of supply and demand projections. A comparison of Phase I, Phase II, and Phase III data should provide a more realistic understanding of future supply and demand trends

for South Carolina secondary school administrators.

Major Findings of Phase I

Supply Findings of Secondary School Administrators in South Carolina from 1978 to 1987.

* The supply population of individuals certified as secondary school principals increased overall from 1978 (2,618 persons) to 1987 (2,968 persons). However, the supply population of individuals certified as secondary principals peaked in 1981 (3,143 persons), but has declined steadily in total number since then (2,968 in 1987). The percent increase for the ten year period was approximately 13 percent. However since 1981, the decline of the supply population of secondary school principals has equaled approximately six percent.

* The supply population of individuals certified as secondary school principals has aged (from 41.5 mean years and 40 median years of age in 1978, to 44.8 mean years and 44 median years of age, by 1987).

* The majority of the supply population of individuals certified as secondary school principals were white and black males. Interestingly, the percent of white and black male educators certified as secondary principals declined during this period, while the percent of white and black females increased. Males were the majority in the supply population, while minorities were under represented.

* The educational level of the supply population of individuals certified as secondary school principals rose during the ten year period. Compared with 1978 percentages, the supply population had greater percentages with six-year certificates and doctoral degrees in 1987. In 1978, only 19 percent of the supply population had six-year certificates, while 4.4 percent had doctorate degrees. In 1987, 36.9 percent of the supply population had six-year certificates and 8.8 percent had doctorate degrees.

Demand Findings for Secondary Principals in South Carolina from 1978 to 1987.

* The total number of secondary principals declined in urban, rural and mixed school attendance areas for the ten year period from 1978 to 1987.

* Secondary principals aged in urban, rural and mixed school attendance areas. Secondary principals in mixed school attendance areas tended to be older than principals in urban areas. The youngest secondary principals tended to be in rural

school attendance areas.

* The largest number of secondary principals was found in rural school attendance areas, while urban and mixed school attendance areas had similar numbers of secondary principals.

* The majority of secondary principals in all school attendance areas were generally males.

* The race of the majority of secondary principals in all school attendance areas was white, followed by black.

* The educational level of secondary principals has generally increased over the ten year period. The trend has been for fewer principals with only master's degrees, and more secondary principals with six-year certificates and doctoral degrees in all attendance areas.

Demand Findings for Secondary Assistant Principals in South Carolina from 1978 to 1987.

* The total number of secondary assistant principals increased in urban, rural and mixed school attendance areas during the ten year period.

* Secondary assistant principals aged from 1978 to 1987 in urban, rural and mixed school attendance areas. Assistant principals in urban areas tended to be older, while assistant principals in rural school attendance areas tended to be the youngest.

* The race of the majority of assistant principals was white.

* The sex of the majority of assistant principals was male.

* The percent of male assistant principals has declined for the ten year period. Males represented 87.9 percent of the total population in 1978, but declined to 73 percent of the population by 1987. Black males have declined from 34. 9 percent of the population in 1978, to 22.3 percent by 1987. Overall, the majority of assistant principals were males.

* The educational level of secondary assistant principals has generally increased. In 1987, the trend was for fewer assistants with master's degrees and more assistant principals with six-year certificates and doctoral degrees, as compared to the educational level of assistants in 1978.

Major Findings of Phase II

Projected Supply and Demand Findings of Secondary School Administrators in South Carolina for 1988 to 2002.

* The supply population of educators certified as secondary principals will continue to decrease for the next fifteen years. The total decrease in the supply population will equal approximately 12 percent over the 15 year period.

* The total number of secondary principal positions and secondary principals needed in all school attendance areas will gradually decline for the next 15 years.

* The number of secondary assistant principal positions and secondary assistant principals needed in all school attendance areas will gradually increase from 1988 to 2002.

* The demand for secondary principals and assistant principals will be greatest in urban school attendance areas. The demand for urban assistant principals will equal 20.6 percent, while urban secondary principals will have a percent demand equal to 17.6.

* The second largest demand for secondary principals and assistant principals will be in mixed school attendance areas. The percent demand for secondary principals will equal 15.8, while assistant principals will equal 19.3 percent demand.

* The demand for secondary principals and assistant principals in rural school attendance areas will be the lowest of all school attendance areas, 14.3 and 18.9 percent, respectively.

Major Findings of Phase III

Summary of Qualitative Data of Secondary Principals in 1987-88.

* Secondary principals in all school attendance areas had a median age of 43 years.

* Secondary principals in the sample were mostly white males (63.5 percent), black males (26.3 percent), white females (8.3 percent), and black females (1.9 percent).

* The most common educational level among secondary prIncipals during 1987-88 was the master's + 30 certificate (37 percent), followed by the master's degree (31.8 percent), and educational specialist degree (20.1 percent). The doctorate (11 percent) was the least common degree held by secondary principals in the sample.

* The majority of secondary principals obtained the principal certificate by completing an educational administration degree (69.9 percent), while a minority (30.1 percent) of secondary principals completed the course by course approach as approved by the South Carolina Department of Education.

* Most secondary principals received educational administration degrees since 1975 from an in-state college or university. Generally, secondary principals received educational administration degrees from USC (25.4 percent), Clemson University (14 percent), Winthrop College (12.3 percent), or the Citadel (10.5 percent).

* The average secondary principal had a total of 6. 65 years in his present position, 20.77 years of public education experience, and 19.32 years of experience in South Carolina public schools.

* Most secondary principals planned to leave the principalship in an average of 7.39 years for retirement (58.7 percent), or promotion (20.7 percent) reasons.

* Fifty secondary school principals, or 32 percent of the sample, considered career employment outside of the K- 12 public school setting because of stress (31.1 percent) and paperwork reasons (20 percent) in an average of 7.48 years.

* The majority of secondary principals (87.7 percent) were not eligible to retire, but planned to retire (78.3 percent) when eligible in an average of 10.76 years.

* The most significant reasons for secondary principals to remain in the principalship were pay, public service, and security.

* Workload, bureaucratic red tape, and burnout were the three primary factors for secondary principals to leave the principalship.

Summary of Qualitative Data of Secondary Assistant Principals in 1987-88.

* Overall, secondary assistant principals had a median age of 41 years and a mean age of 42.89 years. Assistant principals had a mean age of 43.55, 41.5, and 43.46 years in urban, rural and mixed school attendance areas, respectively. The median age for assistant principals in urban, rural and mixed school attendance areas was 43, 41, and 42 years, respectively.

* The race and sex of secondary assistant principals were white males (51.3 percent), black males (20.7 percent), white females (18 percent), black females (9. 3 percent), and one Hispanic male (.7 percent).

* The education level of secondary assistant principals in 1987-88 was mostly master's degrees (46.6 percent), master's + 30 certificates (38.5 percent), educational specialist (10.8 percent), and doctorate degrees (4.1 percent).

* The majority of secondary assistant principals obtained the principal certificate by completing educational administration degrees (61. 1 percent), while a minority (38.9 percent) of assistant principals completed the course by course approach as approved by the State Department of Education.

* Most secondary assistant principals received an educational administration degree since 1975, from an in-state college or university. Generally, assistant principals received their degrees from USC (31.5 percent), Clemson University (22.8 percent), the Citadel (14. 1 percent), and South Carolina State (7.6 percent).

* The average secondary assistant principal had a total of 6.34 years in the same position, 18.88 years of public education experience, and 17.48 years of experience in South Carolina public schools.

* An average of 61.7 percent of assistant principals aspired ot become secondary principals in an average of 2.57 years, while only 38.3 percent did not want to become secondary principals.

* Most secondary assistant principals planned to leave the assistant principalship in an average of 3.5 years for promotion (68.1 percent) or retirement (25.5 percent) reasons.

* The majority of secondary assistant principals desired not to seek a career change from the K-12 public education system (60.4 percent). However, of the 25 assistant principals who sought a change of career employment, the reasons given were retirement (30. 8 percent), job dissatisfaction (19.2 percent) and money (11.5 percent).

* The majority of assistant principals were not eligible for retirement (89.4 percent), but planned to retire (67.7 percent) when eligible in an average of 11.89 years.

* Three factors given by secondary assistant principals for remaining in the assistant principalship were pay, security, and promotion reasons.

* Secondary assistant principals would leave the assistant principalship for reasons related to job dissatisfaction, better opportunities, and low pay.

Summary of Qualitative Data of Secondary Teachers in 1987-88.

* Secondary teachers had a median age of 44 years and a mean of 45.03 years.

* Secondary teachers were white males (55 percent), white females (24.9 percent), black males (10.1 percent), black females (8.3 percent), one Hispanic male (.6 percent), one Asian male (.6 percent) and one Hispanic female (.6 percent).

* Secondary teachers had master' s degrees (50.6 percent), master's + 30 certificates (33.5 percent), followed by doctoral degrees (8.8 percent), and educational specialist degrees (7.1 percent).

* The majority of secondary teachers obtained the principal certificate by completing an educational administration degree (66.1 percent), while a minority (33.9 percent) completed the course by course approach.

* Most secondary teachers received educational administration degrees since 1975 from an in-state college or university. Generally, secondary teachers received degrees from Clemson University (25.6 percent), USC (21.4 percent), the Citadel (14.5 percent), and Winthrop College (12.8 percent).

* The average secondary teacher had a total of 13.4 years of experience in the same position, 18.79 years of public education experience, and 17.48 years in South Carolina public schools.

* Of the secondary teachers sampled in this study, the majority (57.1 percent) did not aspire to become assistant principals or secondary principals (68 percent).

* Most secondary teachers planned to leave the classroom in an average of 6.2 years for retirement (56.9 percent) and promotion (36.3 percent) reasons.

* Of the minority of secondary teachers planning to make a career change outside of the K-12 public school setting, they planned to do so in an average of 6.12 years because of retirement (30.2 percent), job dissatisfaction (23.3 percent), and money (18.6 percent) reasons.

* Most secondary teachers were not eligible for retirement (87.3 percent), but planned to retire (77.7 percent) in 11.56 years.

* Three factors given by secondary teachers for remaining in the classroom were pay, security, and promotion reasons.

* Secondary teachers would leave the classroom for reasons related to better opportunities, more pay, and job dissatisfaction.

Projected Supply and Demand Summary for Secondary Principals and Assistant Principals as Derived from Questionnaires.

* The supply of master's degree graduates of educational administration programs is projected to gradual decline from 1988 to 2002.
* The total number of secondary principal positions and secondary principals needed will gradually decline for the next 15 years.

* The number of secondary assistant principal positions and secondary assistant principals needed will gradually increase from 1988 to 2002.

* The additional demand projections made in Phase III for secondary principals and assistant principals will be greatest in mixed school attendance areas, followed by urban areas. Rural attendance areas will have the smallest demand for secondary principals and assistants.

Overall Conclusions of the Study

* The actual supply population of educators certified as secondary principals from 1988 to 2002 will likely be substantially less than the projected data of Phase II.

* The demand for secondary school administrators will rest somewhere between the projected demand found in Phase III and that projected in Phase II.

Using the best information now available, the supply population of educators certified as public secondary school principals is projected to decline. However, the supply population will continue to be large enough to fill available demands for the next fifteen years for secondary school administrators in South Carolina. Therefore, the supply of secondary school administrators will exceed the demand for secondary school administrators during the period from 1988 to 2002 in South Carolina.

Recommendations of the Study

After careful review of this comprehensive study of supply and demand trends for South Carolina public secondary school

administrators in urban, rural, and mixed school attendance areas from 1978 through 2002, the following two sets of recommendations are made:

Quantitative Recommendations.

* This study should be repeated every five to ten years to update the information and to determine the accuracy of supply and demand trends projected for the years 1988 through 2002 in this study. As historical supply and demand data become available with the passing of each school year, this information should be added to the historical data of Phase I (1978 to 1987) so that the baseline data can be enlarged.

* Research is needed to determine ways to increase the supply population of educators certified as secondary school principals who truly want to become secondary school administrators. Since the supply population of educators certified as secondary school principals is aging and declining in number, an effort is needed to encourage young educators to enter education as a career field and complete educational administration programs. Perhaps, the General Assembly, along with the State Department of Education and colleges and universities in South Carolina will consider increased financial incentives and other measures to further encourage prospective and practicing educators to become certified as secondary school principals.

* Secondary principal, assistant principal, and secondary teacher populations in South Carolina have aged since 1978. Research is needed to determine if a crisis exists in the aging population of these groups and to determine why younger persons are not entering education as a career field.

* The supply population of white and black females prepared to be secondary principals and assistant principals has increased during the ten year period from 1978 to 1987. The percentage gains made by white and black females in the supply population are similar to the percentage gains made by this same group in the secondary assistant principal population. However, white and black females have not made similar percentage gains in the secondary principal population. Therefore, additional steps are needed to encourage more females to pursue education and school administration as a career field and to encourage those persons filling vacancies to hire females.

* There is a great need to encourage black males to enter education as a career field and particularly, school administration. Financial incentives, flexible work conditions, etc. may be necessary to increase minority representation.

* Research should be conducted to determine why the most experienced school principals, assistant principals, and secondary teachers planned to retire as soon as they are eligible. This loss of valuable leadership, coupled with the possibility of a 25 year retirement system in the near future, could further reduce the trained secondary administrator populations, as well as increase demand and reduce the supply of secondary school administrators in South Carolina.

* Thirty percent of secondary school principals in South Carolina received educational administration degrees from out of state colleges and universities. Additional research is needed by colleges and universities to determine why fewer educators each year are receiving educational administration degrees from South Carolina institutions.

* Research needs to be conducted to determine why the average number of master's degree graduates with educational administration degrees has generally declined from 1978 to 1987. The General Assembly, Department of Education, and South Carolina colleges and universities need to encourage more educators to enter the field of education and school administration. The increased entrance standards into educational administration programs could further reduce the number of educational administration graduates, while also reducing the supply population.

* A large percentage of secondary teachers indicated no interest in becoming secondary school administrators even though they were certified to do so. Therefore, research is needed to determine why teachers certified as secondary principals are not interested in administration as a career field, after they have received the secondary principal certificate. There may be significant reasons why teachers do not want to continue this career track after gaining secondary principal certification.

Policy Recommendations.

The future supply and demand trends of secondary school administrators may be positively affected by education policy makers implementing the following two recommendations:

* An increased effort is needed by appropriate education leaders to encourage young persons and especially minorities, to enter education as a career field and particularly, school administration. Working conditions, financial incentives, etc. may need to be improved.

* Education leaders should carefully review the reasons why secondary principals, assistant principals, and secondary teachers would remain or leave their respective positions.

Education policies based on such a review could have a positive affect on future supply and demand trends of secondary school administrators.

NOTE: The information contained in this report was based on a dissertation by the same title completed by the author in May, 1989, at the University of South Carolina.